DOCUMENT RESUME

ED 360 130 RC 019 246

AUTHOR Stropko, Susan; And Others
TITLE The Career Ladder Program as a Catalyst for Reform.
PUB DATE Mar 93
NOTE 41p.; Paper presented at the National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *American Indian Education; American Indians; *Career Ladders; Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Participative Decision Making; Rural Areas; School Districts; *School Restructuring; Teacher Evaluation
IDENTIFIERS Ganado School District AZ; Navajo (Nation); *Teacher Empowerment

ABSTRACT

This report describes the Career Ladder Program at Ganado Unified School District 20, which serves approximately 2,000 students in grades K-12 in the Navajo Nation in rural northeastern Arizona. A committee of teachers and principals developed a model that influenced the evolution of the district and school system from conventional management to a quality-school management model. Program components include outcome-based education, teacher reflective practice, performance-based teacher evaluation and compensation, and a teacher evaluation model based on student outcomes. As a result of the program, positive changes have occurred in teacher empowerment, program planning and management, communication, teacher evaluation, student assessment, curriculum alignment, and professional development. A comparison between the career ladder program model and a conventional management model indicates that the career ladder program approach has led to reform at the local level, teacher empowerment, and improvement of student and teacher performance. Graphics illustrate the career ladder program model. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED360130

THE CAREER LADDER PROGRAM AS A CATALYST FOR REFORM

Presentation

Second National Conference

on

Creating the Quality School

March 25-27, 1993

Oklahoma City, Oklahoma

Susan Stropko, Don Jensen, and Elaina Vann

Ganado Public Schools

Ganado, Arizona 86505

RC 019246

BEST COPY AVAILABLE

INTRODUCTION

The purpose of this presentation is to discuss how the Ganado Career Ladder Program model and development process have acted as a catalyst for district and school reform. The theme is that empowerment works to create dignity, meaning, and success.

The Career Ladder Program influenced evolution of the district and school system from a conventional management model to an emerging quality school management model. Components that have evolved through influence of the Career Ladder Program include outcome-based education, teacher reflective practice, performance-based teacher evaluation and compensation, and a teacher evaluation model based on student outcomes.

The Career Ladder Program improvement process began with project management and currently employs strategic management and continual improvement models. Positive changes have occurred in teacher empowerment, program planning and management, communication, teacher evaluation, student assessment, curriculum alignment, and professional development. Table 1 shows comparison of components of three management models, conventional, quality, and Career Ladder Program.

Table 1 Comparison of Management Models

Conventional Management	Quality Schools Management	Career Ladder Program Management
Operational Planning and Management	Strategic Planning and Process Improvement	Strategic Planning and Continual Improvement
Hierarchial Coercive	Cooperative Not Coercive	Collaborative Not Coercive
Provide Some Staff Development	Ensure Staff Development For Quality	Emphasize Professional Development
Vertical Communication	Vertical and Horizontal Communication	Network Communication
Administrative Evaluation	Self Evaluation	Self and Peer Evaluation
Student Assessment - Minimum Standards by Teacher	Student Assessment - Quality Standards by Self	Student Assessment - Competency Standards by Self, Peers, and Teacher
Teach to Minimum Standards	Teach to Quality Standards	Teach and Assess to Outcomes Mastery
Teach Hierarchical Relationships and Work in Isolation	Teach Team Relationships and Work with Teams	Teach Collaboration and Work with Teams

BACKGROUND

Ganado Public Schools serve 2,000 students in grades K-12 in the Navajo Nation in northeastern Arizona. Ninety-eight percent of the students are Navajo. Almost all of the noncertified and 35 percent of the certified personnel are Navajo. The Governing Board and half of the administrative team are Navajo. The district is rural and isolated in a region of low socio-economic conditions. The primary challenges faced by the schools in providing quality education services are limited English proficiency and the socio-economic factors which are correlated with low standardized test scores. The primary opportunity is the students' strong Navajo language and cultural heritage.

The community served by the four Ganado Schools includes five chapters: Ganado, Kinlichee, Klagetoh, Cornfields, and Steamboat. The schools also serve some students through intergovernmental agreements in the Wide Ruins, Greasewood, and Nazlini Chapters.

Ganado is the only school district in the Navajo Nation that is accredited K-12 by the North Central Association.

Ganado is well known for the Primary School, led by Principal Sigmund Boloz. The Primary School has been honored as an Arizona Top Ten Elementary School, a National Council of Teachers of English National Lead School, an Arizona Literacy Site, and an International Reading Association Exemplary Reading Program. The United States Department of Education has named the Primary School as one of the few national exemplary Chapter One program sites.

The district Superintendent, Albert A. Yazzie, has been recognized as a state and national leader in advocacy of Native American children. Superintendent Yazzie has successfully led efforts to create laws and policies supporting schools that serve Native American children.

Career Ladder Program History

The Arizona Career Ladder pilot project was created through legislative initiative in the middle 1980s. The three goals of the state pilot project were to increase student achievement, improve teacher performance, and enhance the status of the teaching profession. Fourteen Arizona school districts were phased into the pilot project in three groups over several years. Ganado Public Schools was in the third group of pilot project districts. The fourteen districts in the pilot project enroll 25 percent of the students in Arizona's more than 200 school districts.

The legislative intent for the Career Ladder Program (CLP) was to promote reform at the local level in the school districts. The enabling law provided that within the established guidelines, each of the districts must develop its own Career Ladder Program organization, structure, processes, and instruments. In the pilot project period, the local designs were reviewed and approved annually by the Joint Legislative Committee on Career Ladders. Districts were required to show compliance with the guidelines as well as to show results with student achievement.

Evaluation of the pilot project demonstrated increased student achievement on the Iowa Test of Basic Skills (ITBS). Considering this success indicator and others, in the state-wide Career Ladder Program evaluation, the Legislature made the pilot project permanent and expanded the project to include seven new districts in 1992. The Career Ladder Program evaluation also concluded that success of the Arizona program was dependent largely on teacher empowerment and local control of program design and operation.

When the pilot districts gained permanent status, oversight responsibility shifted from the Joint Legislative Committee on Career Ladders to the Arizona Department of Education. The Arizona Department of Education continues to supervise the Career Ladder Programs.

The Ganado Career Ladder Program has supported the school and district reform process by (a) developing improved instructional strategies in the classrooms, (b) developing teachers' skills in aligning intended, taught, and tested curriculum in an outcome-based education model, (c) developing teachers' leadership and collaboration skills to enable them to participate effectively in Career Ladder Program and school improvement processes, and (d) emphasizing student learning and student empowerment in the instructional process.

In Ganado and the other Arizona Career Ladder Programs, teacher empowerment has been the key to improving student and teacher performance.

CAREER LADDER PROGRAM MODEL

The Career Ladder Program components include evaluation and placement based on teaching performance and student outcomes, continual professional development and peer coaching, parent involvement, expanded professional responsibilities, and Mini-Grants.

Primary motivators for teachers to participate in the program are the collaborative process, professional development, and performance-based compensation. Of these, collaborative process and professional development bring the greatest benefits to the individuals and the schools. Performance-based compensation provides the salaries that teachers deserve, but also produces conflict that has not been resolved.

To counteract the divisive nature of performance-based compensation, the Career Ladder Program collaborates with the Curriculum support staff and the schools to provide professional development opportunities to all teachers including inservice sessions and graduate courses. The most successful cooperative effort has been the Mini-Grant Project.

Mini-Grant Project

The Mini-Grant Project was developed and coordinated by two teachers who also mentored all participants. The intent was to provide teachers an opportunity to "learn a little and earn a little." Funding for the Project was matched, $10,000 from the Career Ladder Program, and $10,000 from the District. The Mini-Grant Project required teachers to participate in short professional development sessions on student outcomes and assessments and

teaching higher order thinking. The mentoring process focused on helping teachers to teach more effectively.

Thirty-four teachers participated in Mini-Grants in 1991-92, equally divided between Career Ladder participants and non participants. The Mini-Grant Project produced student and teacher learning and portfolios. The project evaluations revealed satisfaction with the process and outcomes, and the project continues in 1992-93.

Student Outcomes Component

The Career Ladder Program Student Outcomes Component is an outcome-based education model and requires demonstration of appropriate and effective teaching strategies, student outcomes, assessments, and learning results for all students within the **Foundations of Learning.** The **Foundations of Learning** is a culturally relevant curriculum model that was developed through the strategic planning process with broad community review and input. The **Foundations of Learning** represents beliefs within the Navajo culture. The **Foundations of Learning** development process was initiated through a Career Ladder Program need for exit outcomes for curriculum alignment and a district need to define what students should know and be able to do by the time they graduate.

Program Planning and Management

The Career Ladder Program was designed by a committee of teachers and principals. The original design was created in compliance with Arizona law and was approved through competitive applications. A major new component was the teacher performance evaluation system. Previously, the district teacher evaluation system was not performance-based, and there were no clear performance criteria and indicators. The Career Ladder Committee developed a performance evaluation system that was reliable and valid and measured desired teacher behaviors. The District Certified Evaluation Committee followed with adoption of a similar but less rigorous district standard evaluation system.

In the third year after implementation, the Career Ladder Committee progressed from project to strategic management. The planning group for the new Career Ladder Program included all interested teachers, principals, and certified support staff. Planning was done in two graduate level courses. In the first course, Supervision of Instruction, participants studied the theory and practice of instructional supervision, and the developmental phases of teachers as professionals. In this context, the planning group redesigned the career ladder structure and processes to accommodate the progressive, developmental phases of professional educators.

Participants in the second course, Effective Schools, studied the theory and practice of schools that are effective for all students. This group studied aggregated and disaggregated data, and the patterns and relationships of test and non-test indicators of student success. These educators developed the

strategic plan and evaluation design for the program and refined structure, processes, and instruments of the new Career Ladder Program.

Teacher Empowerment

Teachers are the designers of the Career Ladder Program, facilitated by the program administrator and consultants. Teachers are the majority on the Career Ladder Committee. Teachers are the primary inservice instructors. Teachers are the peer evaluators and the decision-makers on placement issues. Teachers are empowered to act and to lead within the program and within their schools.

Teacher Evaluation

The Career Ladder Program evaluation covers teacher performance, student outcomes, parent involvement, and professional development. Teachers in Career Ladder Program Phases One and Two focus on developing basic instructional skills and learning about parent involvement and student outcomes. Teachers in Phases Three and Four focus on producing student outcomes and parent involvement.

The basic instructional skills evaluation component includes criteria on planning, implementing, and evaluating instruction, classroom management, and affective development. The student outcomes component includes alignment of intended student outcomes, assessments, and instruction. The component also includes data and analysis of learner characteristics, needs, and prerequisite skills. For the student achievement component, the teacher submits a plan for instruction including the analysis of the learners and their needs, and how the needs will be met in achieving the prerequisites and

outcomes. A group of peers review the plan and suggest modifications if any are needed. The teacher submits a results report at the end of instruction. First the teacher, and then a group of peers, evaluates the results report according to criteria and Rubrics for the Student Outcomes Component.

Professional Development

The Career Ladder Program professional development component provides teachers with individual, developmentally appropriate opportunities for growth. The program encourages teachers to reflect upon their own success is and needs for skill refinement, to establish focus and goals for development, and to learn continually.

Professional development opportunities focus on the desired skills for teachers through peer coaching, inservice workshops, graduate courses, and conferences.

Communication

The Career Ladder Program uses a network communication model, in contrast to the conventional communication model which provides a linear, vertical information flow. The network model facilitates collaboration and teacher empowerment.

The participation of teachers in program operations is shown in the following matrix of the various roles of district personnel in the Career Ladder Program.

Table 2 Roles in the Career Ladder Program

District → / Career Ladder Program ↓	Governing Board	Superintendent	Associate Superintendent	Principals	Teachers	No Equivalent
Career Ladder Administrator						
Career Ladder Committee						
Career Ladder Liaison						
Key Communicator						
Career Ladder Teachers						
Qualified Evaluators						
Peer Coaches						
Inservice Instructors						
Mini Grant Coordinator						
Placement Review Team						

Schools are networked into the communication model through the roles of school personnel in the Career Ladder Program. Career Ladder Teachers may be, Inservice Instructors, Key Communicators, Mentors, Career Ladder Committee Members, or Qualified Evaluators. Principals serve as members on the Career Ladder Committee, may choose to be a Qualified Evaluator, and may be selected as a member of the Placement Review Team.

Communication flows through the Career Ladder Program teachers serving in the various program roles. Career Ladder teachers are at the core of the communication model, and their roles create communication channels. The communication hub is the Career Ladder Program Liaison. A Key Communicator in each school communicates information to and from the school sites through the Liaison. The Liaison's role is to manage the flow of information within the program, and between the other thirteen Career Ladder Program districts and the State Department of Education.

The Career Ladder Program administrator manages the program, chairs the Career Ladder Committee, is a Qualified Evaluator, and serves on the Placement Review Team. Information to and from the administrative team is reviewed by the administrator before processing by the Liaison.

The Career Ladder Committee is the Career Ladder Program advisory group. Fourteen members and two staff support members serve on the Committee: the Career Ladder Program Administrator, four principals, eight career ladder teachers, and the Associate Superintendent. The two support positions are the District Curriculum Specialist and the Assessment and Evaluation Specialist.

The Career Ladder Program Liaison employs written and oral tools in the communication network. Written and oral tools include:

- Career Ladder Program Participant Handbook
- Classroom Performance Evaluation Criteria Mini-Manual
- Brochures, Flyers, and Announcements
- Training Packets
- Newsletters
- Articles in District newsletters
- Memos and Letters
- Meetings
- School-site visits
- Inservice Sessions and Workshops
- Work-Study Sessions
- Graduate courses

Roles, flows, channels, and tools are all part of the communication model. The model is fluid and less complex than it

appears on paper. The new channels encourage teachers to communicate and to be part of the development process.

CONVENTIONAL MANAGEMENT MODEL

Dissatisfaction with student academic performance is growing in the context of the changing world and the demands on the people living and working in it. Pioneers in educational reform are finding improved processes to prepare our students for the world they live in.

One of the causes for this national push may be that over the past twenty years our position as the world leader in both international business and in education has weakened. Today, our students are consistently performing at levels below some other countries, particularly in math and science.

Successful educational reform has involved groups working together to solve problems. Group decision-making presents a profound shift in thinking about how schools should operate.

There is a basic philosophical difference between the Conventional Management Model, which places both control and responsibility for all decision-making with the leaders, and recent development of management systems such as Total Quality Management and Quality Schools movement which involve shared decision-making responsibility.

Program Planning and Management

Traditionally in schools, management structures and processes are within hierarchical organizations in which the administration is

responsible for planning, organizing, directing, controlling, and evaluating school activities and programs.

The roles of personnel within the hierarchical system are vertically linked. The structure is commonly referred to as top-down management with a chain-of-command that clearly defines roles and responsibilities.

Unfortunately, the conventional system is coercive, generating fear and causing employees to focus on meeting the minimum standards of the position to ensure job security. As a side effect, administrators and teachers tend to work in isolation. The Conventional Management Model does not promote quality.

Teacher Empowerment

Students generally have little to do with classroom decisions. If students choose not to do the work, the teacher holds them accountable and awards failing grades. The teachers in a conventional system tend to pass along to students relationship by directing students in the same ways that the administration directs them. Teachers decide upon what is to be taught and what is to be tested in their own classrooms.

Teachers in a conventional system have little input into or control over the school structure in which they work, the kinds of programs offered, the curriculum, scheduling, budget, or professional development plan.

In the conventional organization, planning, organizing, directing, controlling, and evaluating are administrators' functions for the school, and teachers' functions for the classroom.

Communication

Communication within the conventional system formally channels information vertically within the chain-of-command. People in each tier of authority determine what the people in the level below need to know. Communication lines offer a source of power through information control and offer the ability to provide input into the decision-making process.

Typically, conventional systems prevent the freedom of communication between different levels and encourages working through the chain-of-command, and punishes jumping over established channels.

Informal communication occurs through the "grapevine" which often is more effective that formal communication in quick dissemination. However, the grapevine is not always accurate.

Teacher Evaluation

Responsibility for evaluating teachers in the conventional system rests with administrators. Formal teacher evaluation is external, something done to teachers by administrators. The focus is on ensuring that teachers meet minimum standards in critical areas. The purposes of evaluation are to determine adequacy of performance for contract

actions, and to help teachers improve performance. Often, the first purpose is felt more strongly than the second. The evaluation process encourages minimum standards rather than developing superior instructional practices. Less attention and coaching is given to superlative teachers because they do not need assistance, and more attention goes to teachers with inadequate skills.

The standards are external, and self-evaluation usually is not part of the formal process.

Student Assessment

In the conventional system, we assess students the same way we evaluate employees, but more frequently and a with a greater range of assessment tools.

Students often are assessed on what they have not been taught and are graded and sorted on the results. The assessment of students is based on adult conclusions about what is important, and grading is on an adult standard.

Advantages and Disadvantages

The Conventional Management Model served well for a long time. Even in this rapidly changing environment, the model has some advantages. The advantages and disadvantages of the system are listed in the following table.

Table 4 Decision-Making in the Conventional Management Model

Advantages
1. Decision-making is convenient and simple. The administrator does not have to make agreements with anyone about prioritizing, approving or denying. 2. Decisions can be made quickly. It takes one person less time to make decisions than it takes a group. No meetings, no discussions, no negotiating. 3. Roles and responsibilities are clear. 4. Decisions are consistent. They are based on one person's ideas, knowledge, experience, and value.
Disadvantages
1. Quality of decisions suffer. The collective ideas, knowledge, experience, and values of the group are not taken advantage of. 2. Lack of commitment. People who are expected to carry out directives may not feel committed, involved or informed, and they may not support decisions. They may feel imposed upon or believe they have not received equal treatment. 3. Coercive. Implementation may require coercive strategies to ensure compliance. 4. Productivity and quality suffer. Quality, productivity, and self-evaluation do not result from external motivation.

The conventional system may not work as well as it used to. The Quality School management system promises to create schools with dignity and meaningful work for students and adults learning together.

QUALITY SCHOOLS MODEL

According to W. Edwards Deming and Joseph J. Juran, 80-85 percent of all quality problems are the responsibility of management. Management can bring about improvement by correcting the system, but not by fixing symptoms. Deming's 14 points, Table 3, are guides for developing quality schools.

Along with Deming and Juran, Glasser agrees that management is the key to creating a quality school. Glassers says that in order to create quality schools, we must:

- Eliminate Coercion
- Teach Quality
- Foster Self-Evaluation.

The needs for belonging, power, freedom, and fun (Control Theory, Glasser) is largely ignored in the Conventional Management System. Until we meet some of these basic needs through the school system, we will not influence our students or faculty to create quality schools.

Table 3 Deming's 14 Points

DEMING'S 14 POINTS

1. Constancy of purpose
2. Adopt the new philosophy
3. Cease dependence on mass inspection
4. Cease doing business on price tag alone
5. Continual improvement of process
6. Institute training on the job
7. Institute leadership
8. Drive out fear
9. Breakdown barriers between departments
10. Eliminate slogans, exhortations, and targets
11. Eliminate numerical quotas
12. Allow pride in workmanship
13. Institute a program of self-improvement
14. Do it

Program Planning and Management

Quality begins with management commitment. Management must see to it that the organization has constancy of purpose, adopts the new philosophy, and institutes leadership.

Administration must convince the entire organization by showing evidence supporting their commitment to quality through documents such as a written policy and philosophy (Crosby). Quality schools are managed by leaders.

Quality managers communicate the mission for the work groups, and they communicate confidence and support for work group progress toward the mission.

Teacher Empowerment

In quality schools, administrators empower through collaboration and participatory management. Empowerment corrects ineffective communication and provides a degree of self-determination.

Empowerment includes responsibility and a call to action to those empowered to work toward district, school, or team goals. Empowered leaders and staff members expand their own understanding and transfer group process skills to other settings. Two important needs in Glasser's Control Theory, belonging and the power to influence, are met through group work.

Glasser indicates that school environments are highly coercive and tend to drive away those who do not fit into the system. He says our job is to run schools so that students want to come. The same can be said about employees. Deming supports this by saying we must "drive out fear."

Communication

Another of Deming's points is the need to break down the barriers between departments. In quality schools, administrators focus on building relationships, fostering a sense of belonging among staff and students, and preventing individuals from working in isolation.

In the quality school, communication is flattened, and the model is more like a network.

Teacher Evaluation

Deming recommends development of a continual self-improvement program. The rationale behind this recommendation is that no human being should evaluate another.

Quality school administrators promote pride in the quality of work. Evaluation retards pride, particularly if there is no chance to improve following evaluation. A useful question for quality school administrators is, "How can we help you to do better?"

Glasser says that in a quality world, we are always evaluating, always searching for quality. Promoting self-evaluation promotes quality.

Student Assessment

One of Deming's 14 Points is "Drive out fear." Tests do not drive out fear and generally are stressful. Statistical procedures dealing with normal distribution stratify students to top, middle, and bottom. Following Glasser's line of reasoning, we will at some point find that the students who consistently score near the bottom are the students who we will alienate.

Deming's point, "Cease dependence on mass inspection," could apply to standardized testing. The tests are shallow indicators of student ability, and are biased, yet we use them to judge students and determine their options for the future.

Students should be involved in decisions concerning the quality of their work. Glasser says that:

1. Students, with help, can set measurable standards for themselves.
2. The pathway to real quality is through self-evaluation.
3. Expect and accept only quality work. Students need the opportunity to learn, practice, and relearn. Students must try, take risks, and be trusted.
4. When students recognize quality within themselves and in their own work they will begin to recognize quality in others. Quality motivates us.

Quality schools provide for student self-assessment according to standards students have helped to create. There are no surprises in quality schools assessment, no tests of what has not been taught. All students are expected to learn, and instruction follows through on the expectation.

Professional Development

The continual improvement process asks us to unceasingly ask ourselves how we are doing as individuals and how our system is working. Professional development is designed to increase our success. Quality schools institute a program of self-improvement and of training on the job.

District and Career Ladder Program Roles of Personnel

District → / Career Ladder Program ↓	Governing Board	Superintendent	Associate Superintendent	Principal	Teachers	No Equivalent
Career Ladder Administrator						
Career Ladder Committee						
Career Ladder Liaison						
Key Communicator						
Career Ladder Teachers						
Qualified Evaluators						
Peer Coaches						
Inservice Instructors						
Mini Grant Coordinator						
Placement Review Team						

CONCLUSION

The conventional management model is not as successful now as it used to be.

As educators, we owe ourselves and our students quality schools. We all deserve to work and learn in organizations that provide us with dignity and meaning in the learning process.

There may be many paths to creating a quality school. All of these paths probably have in common the empowerment of the people involved to be responsible for themselves and to collaborate with others to create the schools we envision.

In Ganado Public Schools, the Career Ladder Program has been a catalyst for reform. Changes in the district have produced a vision for the future of the children, and strategic planning and management toward the vision. Changes in the program and in the schools have produced teacher leaders and collaborators. Teachers plan and operate their program components and teachers serve each other as peer coaches and inservice instructors. Teachers likewise empower students in their classrooms.

The result in Ganado is progress toward creating a learning community where each person does meaningful work with dignity and purpose, and where all individuals succeed.

REFERENCES

American Association of School Administrators, An Introduction to Total Quality for Schools, AASA, Arlington, VI, 1991.

Crosby, Philip B., Quality is Free: The Art of Making Quality Certain, McGraw-Hill Book Company, 1979.

Crosby, Philip B., Quality Without Tears: The Art of Hassle-Free Management, McGraw-Hill Book Company, 1984.

Crosby, Philip B., The Externally Successful Organization: The Art of Corporate Wellness, McGraw-Hill Book Company, 1988.

Scholters, Peter R., The Team Handbook, Straus Printing Co., Madison, WI, 1988.

Schon, Donald A., Educating the Reflective Practitioner, Jossey-Bass Inc., Publishers, San Francisco, CA, 1987.

Senge, Peter M., The Fifth Discipline: The Art and Practice of The Learning Organization, Bant and Doubleday Dell Publishing Group, Inc., NY, 1990.

Sinetar, Marsha, Developing A 21st Century Mind, Villard Books, Random House, Inc., NY, 1991.

Weisbord, Marvin R., Productive Workplaces: Organizing and Managing for Dignity, Meaning, and Community, Jossey-Bass inc. Publishers, San Francisco, CA, 1987.

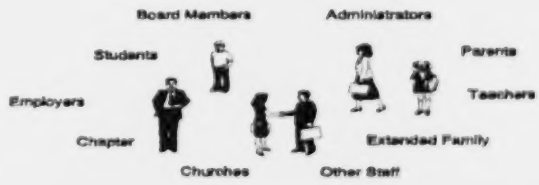
ENCLOSURES

1. Strategic Envisioning and Management Model
2. Career Ladder Graphic
3. Communication Model
4. Career Ladder Model

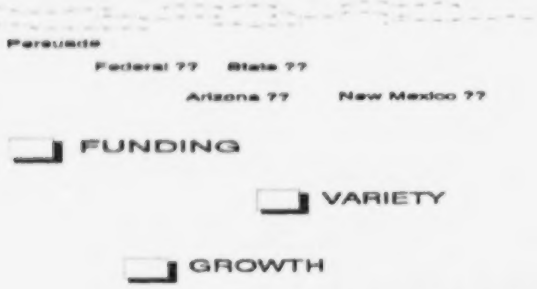
Seven Steps to Growth

1. VISION

2. STAKEHOLDERS



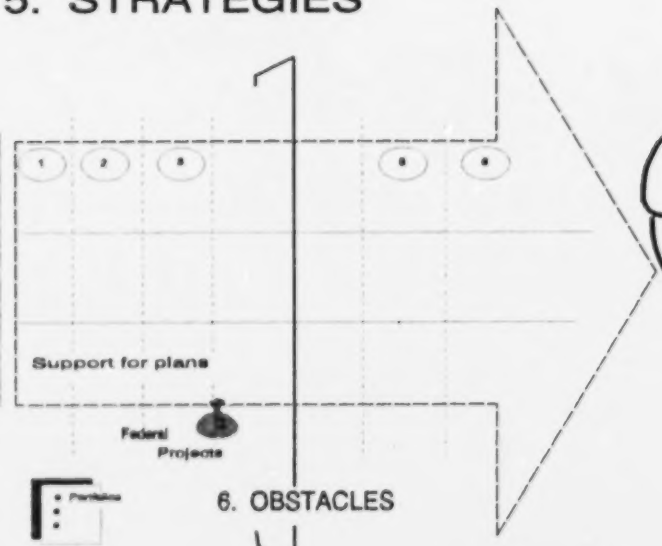
3. Scanning the Community . . . State . . .



4. DISTRICT NOW

Strengths	Weaknesses
• Portfolio	• Data
Threats	Opportunities
• Lawsuit	

5. STRATEGIES

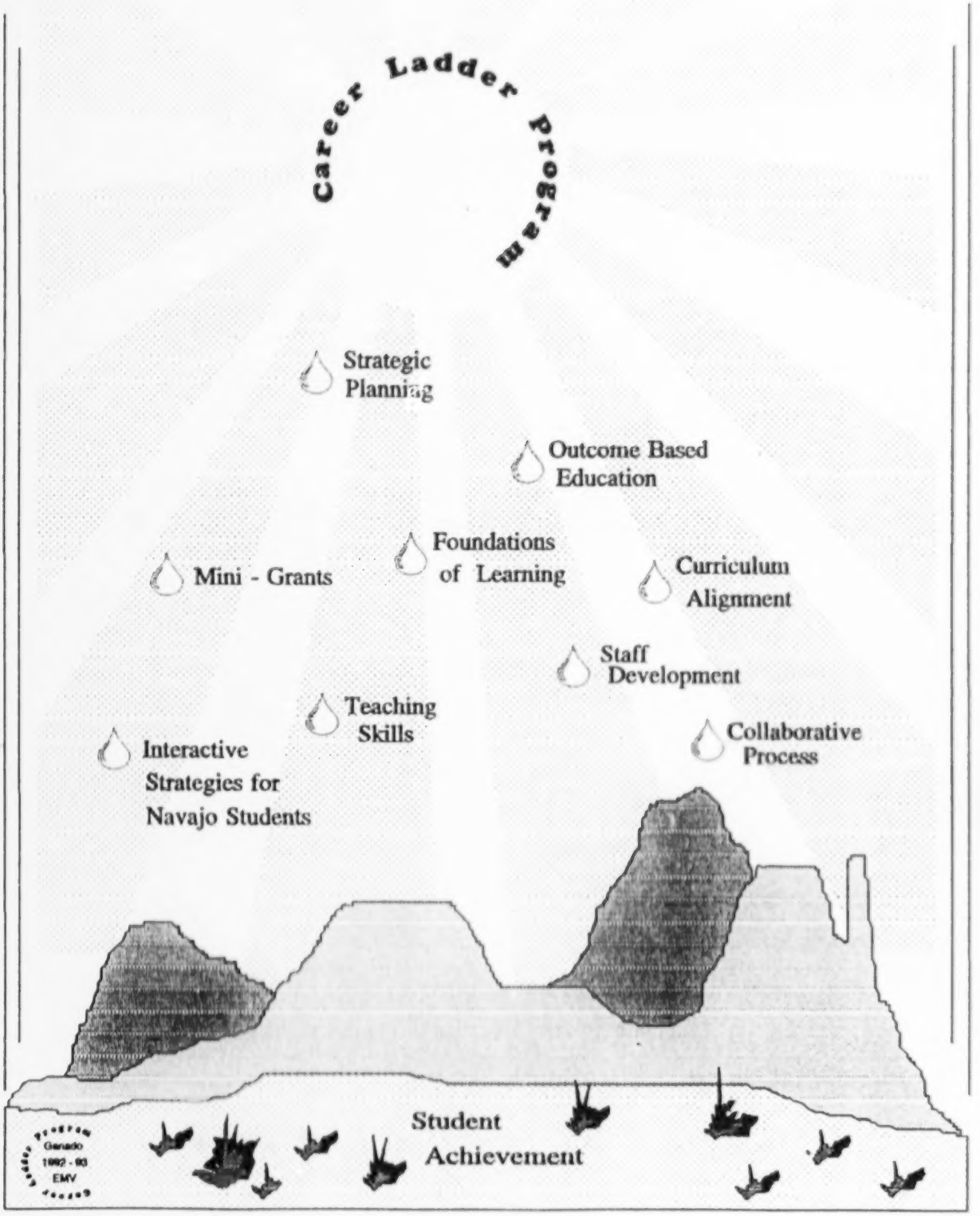


6. OBSTACLES

7. PLANNING

Objectives
Evidence

Ganado Public Schools

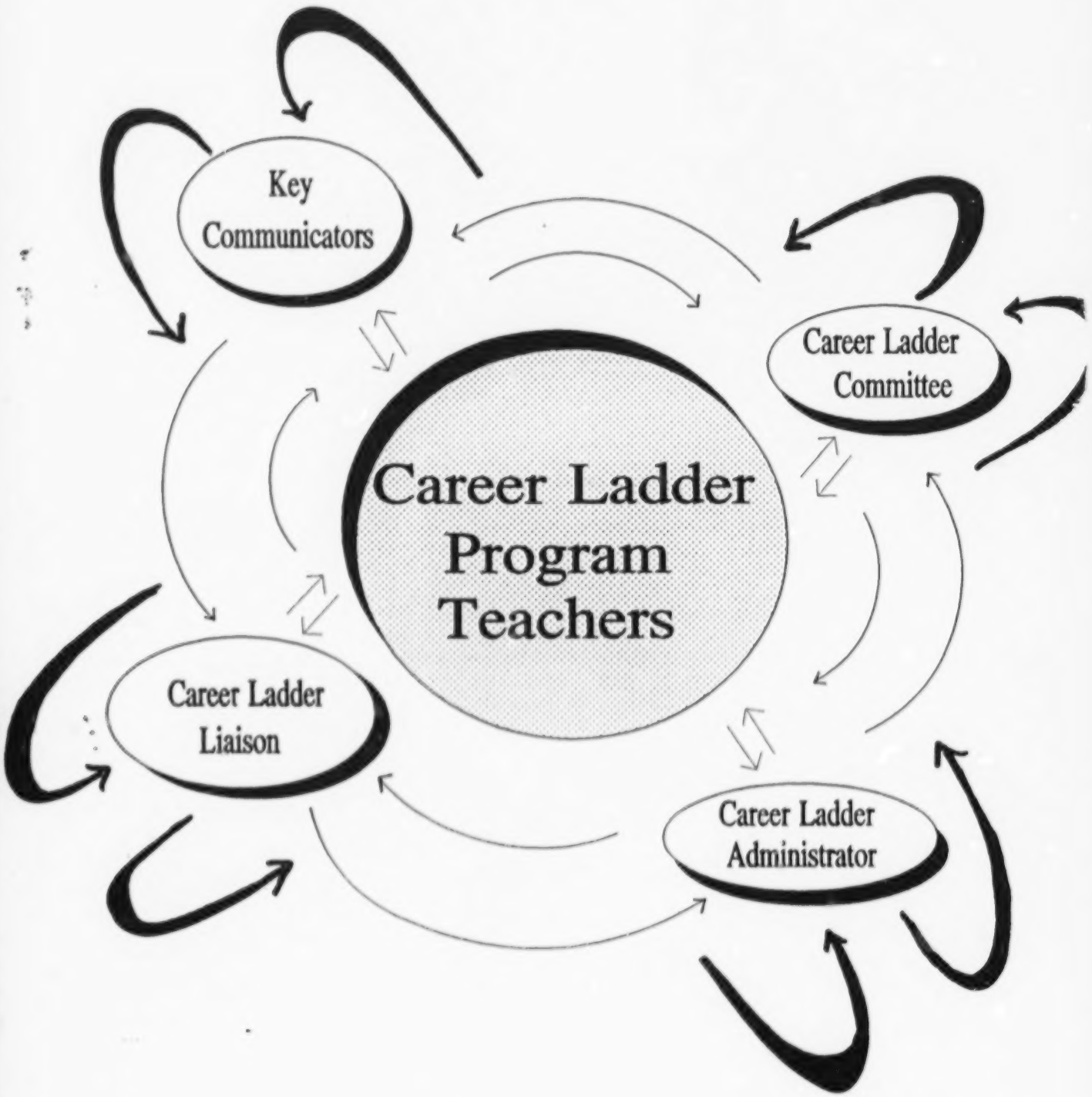


Ganado Career Ladder Program
1992-93 Model

	Phase One	Phase Two	Phase Three	Phase Four Pilot in 1992-93	Mini-Grant
Prerequisites	• Teaching more than half-time • Satisfactory professional responsibilities evaluation	• Teaching more than half-time • Satisfactory professional responsibilities evaluation • No remediation plan or intent to dismiss in effect	• Teaching more than half-time • Satisfactory professional responsibilities evaluation • No remediation plan or intent to dismiss in effect	• Teaching more than half-time • Satisfactory professional responsibilities evaluation • Prior placement Phase 3 • Prior evaluator service • No remediation plan or intent to dismiss in effect	• Application • CLP participation is required • Project requirements
Focus	• Instructional Skills	• Instructional Skills • Exploratory Student Outcomes	• Instructional Skills • Student Outcomes Plan and Results • Professional Responsibilities	• Student Outcomes Results • Professional Responsibilities	• Student Learning
Instructional Skills	• 2 observations • 2 1-week cycles with one evaluator	• 4 observations, 2 unannounced • 2 2-week cycles with one evaluator	• 4 or 8 observations • 1 or 2 4-week cycles by evaluation team • Administrative monitoring	• Standard Evaluation • Administrative monitoring	• not applicable
Student Outcomes Process	• Participation in inservice	• Exploratory Student Outcomes Plan and Results • Minimum one unit and two weeks • Individual	• Student Outcomes Plan • Minimum one semester or trimester • Individual or Cooperative	• Student Outcomes Plan • Full School Year • Individual or Cooperative	• not applicable
Student Outcomes Results	• not evaluated	• Unit Plan and Results rated on Student Outcomes Rubrics	• Semester Plan and Results rated on Student Outcomes Rubric	• Year Results rated on Student Outcomes Rubric	• Plan and Results rated on Student Outcomes Rubric
Parent Involvement	• district process • participate in inservice on conferencing with parents	• district process • invite parents to conference	• district process • choose from options that are teacher-centered	• district process • choose from options that are student-centered	• not applicable
Peer Coaching	• work with peer coach	• work with peer coach	• work as peer coach	• work as peer model	• work with mentor
Professional Responsibilities	• Classroom	• Classroom	• Classroom • School Leadership • Consultant	• Classroom • School Leadership • District Leadership • Consultant	• not applicable
Professional Development	• Orientation • Instructional Skills • Student Outcomes • Study Team • ESL Courses Recommended	• Orientation • Instructional Skills • Student Outcomes • Study Team • ESL Courses Recommended	• Orientation • Study Team Leader or advanced study team • Professional Growth Plan/Results • ESL Courses Recommended • Menu of OPTIONS	• Orientation • Advanced Study Team • Professional Growth Plan/Results • ESL Courses Recommended • Menu for OPTIONS	• Required Mini-Grant inservice series
Placement Factors	• Professional Development required • 100% Instructional Skills	• Professional Development required • 75% Instructional Skills • 25% Students Outcomes Plan	• Professional Development required • 50% Instructional Skills • 10% Student Achievement Plan • 25% Student Achievement Results • 15% Professional Responsibilities	• Professional Development required • 75% Student Achievement Results • 25% Professional Responsibilities	• not applicable
Portfolio		• Phase 2 requirements	• Phase 3 requirements	• Phase 4 requirements	• not applicable
Evaluator			• yes, before advance to Phase 4	• yes, as one of several options	• not applicable

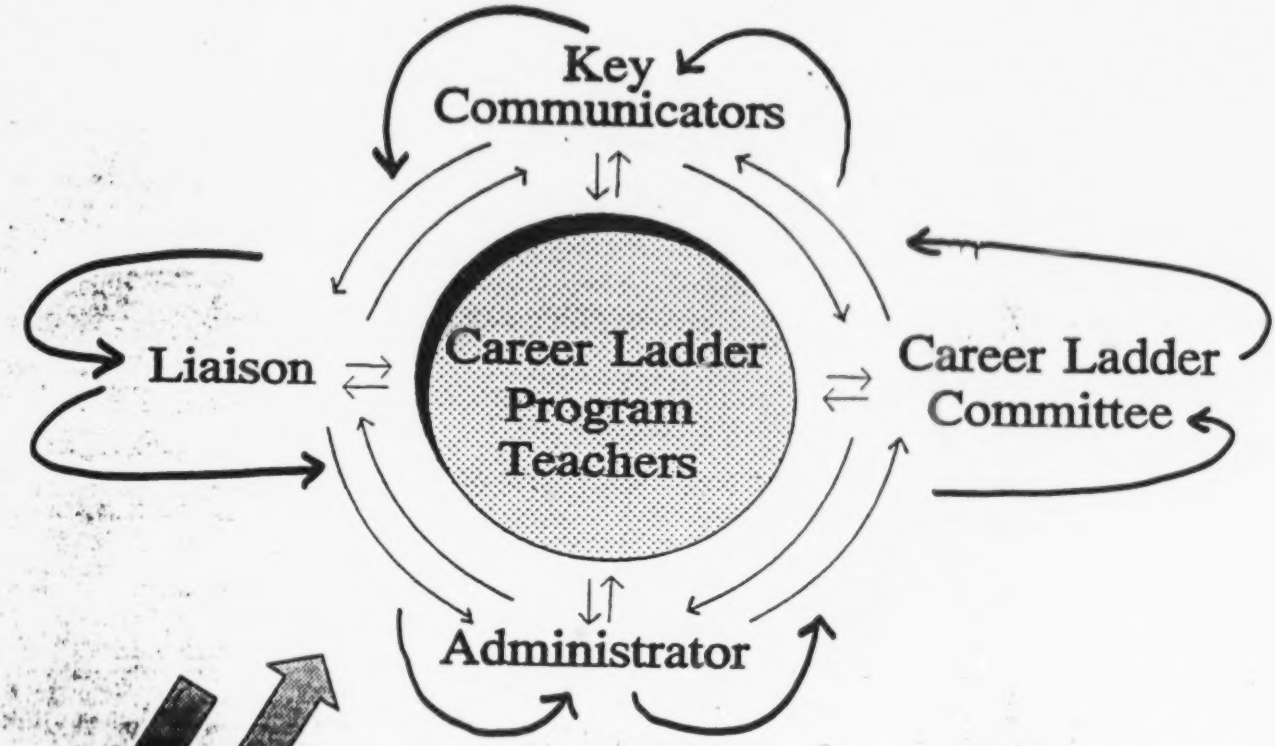
Approved by the Governing Board August 11, 1992

BEST COPY AVAILABLE


Key
Communicators
Career Ladder
Committee
Career Ladder
Program
Teachers
Career Ladder
Liaison
Career Ladder
Administrator

Career Ladder Program

COMMUNICATIONS MODEL



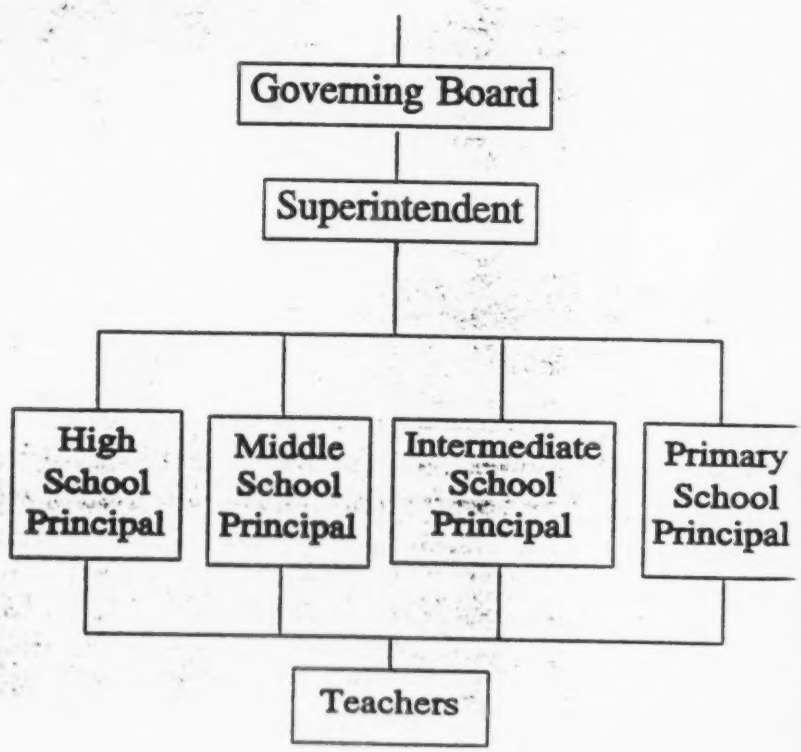
Qualified Evaluators

Peer Coachers

Inservice Instructors

Placement Review Team

Mini-Grant Coordinator



BEST COPY AVAILABLE